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ABSTRACT

The Kentucky Education Reform Act of 1990, which champions arts education as an integral component of a holistic curriculum and assessment process, encourages schools to make use of resources from the community, including arts and cultural organizations, artists, folklorists, and craftspeople. This broadened approach to education provides opportunities for Kentucky's artists and craftspeople to become involved in education. This document aims to inform artists and educators of education reform and become familiar with potential funding sources. The text is organized in six sections, including: (1) "Background"; (2) "An Overview of Education Reform"; (3) "Professional Artists and Craftspeople in the Classrooms"; (4) "Professional Artists and Craftspeople in Other Education Reform Programs"; (5) "Funding and Resources for Artists and Craftspeople"; and (6) "Keeping Informed about Special Opportunities and National Grants." Appendices give "Kentucky's Learning Goals and Academic Expectations"; the "Kentucky Scoring Rubric"; and "Sample Lesson Plans" in dance, drama, music, and visual art. (MM)

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ED 407 325

EDUCATION REFORM OPPORTUNITIES FOR ARTISTS AND CRAFTSPEOPLE

A Handbook Written by Judy Sizemore
Editing and Layout by Dennis Horn
Summer, 1995

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Kentucky Arts Council
Frankfort KY

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EDUCATION REFORM OPPORTUNITIES FOR ARTISTS AND CRAFTSPEOPLE

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EDUCATION REFORM OPPORTUNITIES FOR ARTISTS AND CRAFTSPEOPLE

"In 1988 the Kentucky State Supreme Court noted in its landmark ruling on education reform that Kentucky children must have, in any reformed system of public education, *'Sufficient grounding in the arts to enable each child to appreciate his or her cultural and historical heritage.'"*

BACKGROUND

Before the enactment of the Kentucky Education Reform Act of 1990 (KERA), the arts were not considered serious subjects in the curriculum of most Kentucky schools. While the visual arts and music were approved by the State Board for Elementary and Secondary Education for inclusion in the elementary and secondary school curriculum, the arts were not tested and consequently, arts education was most often neglected. In high school, arts were elective.

In 1988 the Kentucky State Supreme Court noted in its landmark ruling on education reofrm that Kentucky children must have, in any reformed system of public education, "Sufficient grounding in the arts to enable each child to appreciate his or her cultural and historical heritage." The Kentucky Education Reform Act of 1990, the law resulting from the Court's ruling, has substantially changed the status of the arts in Kentucky's public schools, making arts education an integral component of a holistic curriculum and assessment process. Visual arts, music, dance, creative writing, story-telling, folklore, folk arts, crafts, and the theater arts all have a role in reform. The Kentucky Education Reform Act encourages schools to make use of resources from the community, including arts and cultural organizations, artists, folklorists and craftspeople.

This broadened approach to education provides a richer academic experience for children. It also provides a wide range of opportunities for Kentucky's artists and craftspeople to become involved in education and to be paid for their efforts. In order to take advantage of these opportunities, however, artists must be conversant with education reform and become familiar with potential funding sources.

"This broadened approach to education provides a richer academic experience for children. It also provides a wide range of opportunities for Kentucky's artists and craftspeople to become involved in education and to be paid for their efforts."

"While it is not necessary for artists to understand all of the strands of reform in depth... it is helpful to have at least a working knowledge of education reform concepts and terminology."

AN OVERVIEW OF EDUCATION REFORM

In 1985 sixty-six Kentucky school districts brought suit against the state school board charging that funding for public education in Kentucky was inadequate and inequitable, and in many ways, providing students in property-poor districts with an inferior education. On June 9, 1989, the Kentucky State Supreme Court declared the entire system of public education in Kentucky unconstitutional and directed the Kentucky General Assembly to enact a reform of public education that would provide each child in the Commonwealth with equal access to a high quality education. The legislature enacted the Kentucky Education Reform Act, which was signed into law on April 11, 1990.

This comprehensive law (the first of its kind in the nation) is a complex framework of interlocking components that goes beyond the issues of finance raised by the original law suit to mandate state-wide education reform in the areas of finance, governance and curriculum. Kentucky's reform is based on the philosophy that all children can learn at higher levels than we have expected in the past. The Kentucky Education Reform Act holds schools accountable for student performance on authentic assessment tasks that measure not only what students know but also how well they can apply that knowledge. And it provides funding for a wide range of support services as well as for curriculum development, classroom practice and assessment.

The Kentucky Arts Council, and other state-level arts and arts education advocacy groups and professional associations, played a role in the development and implementation of reform. Thanks to these efforts, and the efforts continuing today, the vital role of the arts in the holistic development of children has been recognized.

The arts are included in the seven Learning Goals and Academic Expectations and are assessed by the Kentucky Instructional Results Information System (KIRIS).

"These changes make it possible for artists to design projects that involve students in out-of-the-classroom situations such as community centers, nursing homes, etc."

"Whatever the grouping, the underlying idea is the same--to allow children to develop at their own rate in each academic area."

While it is not necessary for artists to understand all of the strands of reform in depth in order to work in the schools, it is helpful to have at least a working knowledge of education reform concepts and terminology.

Performance-Based Education: This approach to education mandates not what teachers must teach but what students must learn and be able to do as a result of their education. It gives schools and individual teachers more freedom in choosing their teaching materials and methods, but it also places a greater responsibility on them. It is no longer adequate for teachers to simply present a certain body of material. They must ensure that their students understand certain concepts and can display knowledge and skills by performing in situations similar to what they will encounter in life.

Kentucky's Learnering Goals and Academic Expectations (AE): This list specifies the skills and core concepts that students are expected to master in Kentucky's schools. It is reproduced in the appendix section of this publication and should be studied carefully. It is very significant that the arts are specifically mentioned in Learning Goals one and two as these are the goals dealing with core competencies and skills for all children. Arts projects can also address goals three through seven.

In 1993 the Kentucky Department of Education's Division of Curriculum developed the two-volume publication *Transformations: Kentucky's Curriculum Framework.* The Framework includes specific recommendations on ways to implement and assess the Academic Expectations at the fourth, eighth and twelfth grade levels. Though optional, schools may use the Framework in preparing their own curriculum guidelines.

"...instructional practices, have also changed. Students are often engaged in hands-on learning, which means that they are applying skills in problem solving situations, often using manipulative or real world materials."

Assessing Student growth and development in the arts, through formal methods accepted by educators, is a reality arts people must face if we are to see the arts remain an integral part of education.

Site Based Decision Making Council: Many decisions that were once made at the state or district level are now made at the building level by a Site Based Decision Making (SBDM) Council. Consisting of two parents, three teachers and the principal, this council sets policies on curriculum, instructional practices, daily schedules, use of classroom space, classroom management, and extracurricular activities.

Structure of Schools: There have been many changes to the basic structure of schools, and more changes are coming. The first four years of school (traditionally kindergarten, first, second, and third grade) are now referred to as the primary program. Schools vary in the way that they structure their primary classes, but most have developed multi-aged, multi-ability groupings. Whatever the grouping, the underlying idea is the same--to allow children to develop at their own rate in each academic area (continuous progress). Students from several different classes (known as families) are often grouped and regrouped for different activities like reading and math rather than remaining in a self contained classroom all day. There are significant changes taking place at the high school level as well. Many schools now have block scheduling, which means that students take fewer courses per semester but complete a year's course in one semester.

Schools are beginning to provide out-of-the-classroom learning experiences for their students. Service learning is being integrated into many high schools and some middle and elementary schools. This approach allows students to learn in the context of providing a community service. Transition to Work programs allow students to learn in the context of the work place. These changes make it possible for artists to design projects that involve students in out-of-the-classroom situations such as community centers, nursing homes, etc.

Education reform also includes a preschool program for 12,000+ at risk four-year-olds. Preschools are now part of many elementary schools.

"There is also an important role to be played by professional, practicing artists and craftspeople, but that role is quite distinct from the role of art and music teachers."

"From the moment of your first contact with the school, you must make it clear that you are a resource person ONLY, not a substitute teacher. You are there to work in collaboration with teachers, not independently."

Methodology or instructional practices, have also changed. Students are often engaged in hands-on learning, which means that they are applying skills in problem solving situations, often using manipulative or real world materials. There is an emphasis on working in groups (cooperative learning and flexible grouping). Many primary classrooms are divided into learning centers, where groups of students use materials independently to explore language arts, science, math, art, etc. Students have increased access to technology, including computers. Subjects are no longer taught in isolation but are integrated into units of study, organized around a particular theme or concept. In primary and elementary classes these are called thematic units. At the middle or high school level, these activities are often called interdisciplinary units.

Assessment is one of the more controversial aspects of reform. Schools have the option to design their own reporting instruments which measure a student's academic development over time. Some state-developed reporting instruments for the primary level are complex forms that attempt to report on a student's individual progress rather than to give letter grades that simply compare them to other students.

One such instrument, developed by the Kentucky Department of Education, is called the Kentucky Early Learning Profile (KELP). The KELP instrument combines parent/teacher/student conferences, classroom observations and portfolio-like entries of student work (including the arts) to assess how a child is developing throughout the primary level. It also enables teachers to know when a child is ready to leave the primary program and enter the fourth grade. Again the instrument is optional but many teachers have found it to be helpful in assessing student growth and development through the primary years.

Older students develop portfolios of their work. These portfolios are assessed at certain grade levels as part of the state mandated assessment program. Writing portfolios are assessed at fourth, eighth, and twelfth grades. Math

"Your role as resource person actually makes you more valuable, not less valuable. True, you cannot provide the teacher with a break, but you can provide something much more important--a fresh approach and new ideas that the teacher can build on."

portfolios are assessed at the fifth, eighth, and twelfth grade. The results of these portfolio assessments are one of the factors used to assess a school. According to the practice of school accountability, schools are held accountable for the academic progress of their students as documented through portfolios, the KIRIS assessment, and non-cognitive factors such as attendance, drop-out rates, etc. Schools are required to administer the KIRIS assessment at the fourth, eighth, and eleventh grade levels as part of the high-stakes, state assessment of schools. It consists of multiple choice questions, open-response questions, essays, and performance events that call for students to work individually and in groups to solve simulated, real life problems. Many schools administer the written sections of the KIRIS tests at all levels to allow them to monitor student progress and to help students become familiar with the format of the tests.

Assessment results place each child into one of four categories: novice, apprentice, proficient, and distinguished (Kentucky's General Scoring Rubric is included in the appendix and shows each of these four categories with their corresponding indicators of development). Results are also used to monitor the progress of schools toward specific goals of improvement. Schools that exceed their required improvement are eligible for financial rewards. Schools that fail to meet improvement goals are provided with assistance for improvement. Schools that consistently fail to improve may be subject to state intervention.

The reliability of this assessment process and the system of rewards and sanctions is constantly being monitored. As in all strands of reform, constant adjustments and fine tuning of the process can be expected.

Content Guidelines have been developed for all subjects (including the Arts and Humanities) that outline the highest level expectations for elementary, middle, and high school students. The KIRIS tests will address those expectations included in the Content Guidelines.

"Make a connection between your art and the on-going work of the teacher. Ask the teacher to explain the concepts she or he is dealing with and fit your project to her or his needs. Suggest ways that your art can strengthen her or his delivery of information and materials as well as strengthen other classroom practices designed to enhance learning."

More information about KIRIS can be obtained by calling the KIRIS Service Center at (800) 547-4799. In Louisville: (502) 473-7912. For more general information about KERA call (800) KDE-KERA (533-5372) or contact the Partnership for School Reform at (800)-928-2111.

PROFESSIONAL ARTISTS AND CRAFTS PEOPLE IN THE CLASSROOM

The arts are an integral part of education in Kentucky's transformed schools. Art and music teachers are recognized for the critical role they play in helping students reach their full potential as learners. There is also an important role to be played by professional, practicing artists and craftspeople, but that role is quite distinct from the role of art and music teachers.

Naturally, there is the distinction of media. Schools do not generally have dance specialists, storytellers, writers, theater artists, or folklorists on staff, so your contribution in those fields will be welcome. Even if your field is visual arts or music, your particular specialty within those broad fields can supplement the existing art and music programs.

There is also an extremely important legal distinction between your status and the status of arts specialist teachers. Art and music teachers are certified employees of the school district. You are not. You should never be placed alone in charge of students. You should always work in collaboration with a teacher. If an accident were to occur when you were in charge of a group of students and there were no school district employees present, the school could be sued for negligence. You could also be sued personally. From the moment of your first contact with the school, you must make it clear that you are a resource person ONLY, not a substitute teacher. You are there to work in collaboration with teachers, not independently.

Your role as resource person actually makes you more valuable, not less valuable. True, you cannot provide

"If you are not experienced in working with students in a classroom situation, you would be wise to volunteer in a local school to field test your delivery techniques and ideas before trying to present a project for pay."

"A final touch that will make your project more useful to the teacher and encourage her or him to invite you back...is to have a typed lesson plan for your project that you can leave with the teacher."

the teacher with a break, but you can provide something much more important--a fresh approach and new ideas that the teacher can build on. That's why you must design the project so that it reflects your uniqueness as a practicing professional in your field and demonstrates your understanding of education reform.

There are several ways that you can make your proposed workshop or project appealing to teachers, whether you propose to work with classroom teachers or with arts specialists:

- Try to put teachers at ease. Remember that many regular classroom teachers had very little to no arts experiences in their own elementary-secondary education so many are beginning at the same level as elementary students. Many find the arts frightening, and perhaps risky, business and think of themselves as lacking in talent and creativity. Open up to teachers in a warm and inviting way and help them see you as a real person.

- Make a connection between your art and the on-going work of the teacher. Ask the teacher to explain the concepts she or he is dealing with and fit your project to her or his needs. Suggest ways that your art can strengthen her or his delivery of information and materials as well as strengthen other classroom practices designed to enhance learning.

- Make a connection between your project and your professional work. If you are a potter, show the students some of your work and talk about the processes you used in creating it. Also talk about how and why you became a potter, and how you market your pots. Then teach the students how to make a pot with hands-on techniques designed to draw students into the actual tactile process.

- Make a connection between your project and your life experiences. If you are a dancer and you have traveled to Europe, talk about the folk dances you observed there.

"If you have designed a good project, it is relatively easy to find schools that want your services."

"One way to assist your entry into a school is to inquire about the school's cultural coordinator or someone else charged with the coordination of arts and cultural activities, field trips, professional development, etc. Once this person is identified ...you can work through her or him to assist you with getting your information to teachers, setting dates, coordinating students and teachers etc."

Show slides or souvenirs of your trip. If you are a wood carver and you learned your craft from your grandfather, talk about that experience.

- Design your project with education reform in mind, particularly the appropriate Academic Expectations (AE). For example, if you are presenting a mask-making project, go beyond the production of a mask (AE 2.22). Include an interactive discussion of the role of masks in a particular culture or in different cultures (AE 2.25 and 2.26). Slide sets can be borrowed from the National Gallery of Art at no charge (Washington, DC--catalogue available upon request). Use these to show the masks of African, Alaskan, or Native American culture and help students make observations about the masks (AE 1.3). Introduce appropriate terminology, like symmetry or radial balance, as you help students analyze the masks they are viewing and the masks they make (AE 2.23). Integrate the mask making project into a study of folk tales (Learner Goal 6). Help children work in groups to write skits based on their masks (Learner Goal 4 and AE 11). Encourage them to perform the skits. This experience will develop skills that can be used in the performance events of KIRIS. Have students develop writing or math entries based on the project that are appropriate for inclusion in their portfolios.

- Design your project so that the students must use critical thinking and creative problem solving to complete the activity (Learner Goal 5). If you are a videographer, involve the students in selecting a topic for a video documentary and deciding how to develop the video.

Always keep a few basic rules in mind:

- Be sure that your project is appropriate for the developmental level of the students with whom you will be working.

- Be certain that it can be accomplished in the amount of time that you and the teacher have allotted for the activity.

"You will also want to make yourself known to any local arts councils or cultural agencies. These organizations often make referrals to schools seeking artists."

"Try to put teachers at ease. Remember that many regular classroom teachers had very little to no arts experiences in their own elementary-secondary education so many are beginning at the same level as elementary students. Many find the arts frightening, and perhaps risky, business and think of themselves as lacking in talent and creativity..."

- Know exactly how much the materials or associated activities will cost and know exactly how much you want to be paid for the project.

If you are not experienced in working with students in a classroom situation, you would be wise to volunteer in a local school to field test your delivery techniques and ideas before trying to present a project for pay.

A final touch that will make your project more useful to the teacher and encourage her or him to invite you back (and also make you appear more professional) is to have a typed lesson plan for your project that you can leave with the teacher. (See the appendix for samples.)

Now that you have an appropriate project, your next step is to make yourself visible. For local schools, you can phone for an appointment with the principal, the site based council, and/or appropriate teachers. For schools that are at a distance, you can send flyers and follow up with a phone call. One way to assist your entry into a school is to inquire about the school's cultural coordinator (Louisville schools in particular) or someone else charged with the coordination of arts and cultural activities, field trips, professional development, etc. Once this person is identified (and if a school has such a person) you can work through her or him to assist you with getting your information to teachers, setting dates, coordinating students and teachers etc.

You will also want to make yourself known to any local arts councils or other cultural agencies. These organizations often make referrals to schools seeking artists. A complete list of local arts agencies is available from the Kentucky Arts Council or the Kentucky Assembly of Local Arts Agencies (KALAA). To become a member of KALAA, request an application from Jean Perry, Executive Director, at (502) 227-8838. Assembly members are kept informed of national, regional, and statewide planning efforts in the arts and are in a position to be utilized and paid for conducting training workshops through KALAA.

"...Open up to teachers in a warm and inviting way and help them see you as a real person."

Notes

To become known to a wider audience of prospective sponsors, you can apply to be placed on the roster of the Kentucky Arts Council (described in more detail in the section on funding).

Once you have established a high quality, ongoing school program, you can further enhance your visibility by applying to the Kentucky Center for the Arts to make a presentation at one or more of its eight Arts Education Showcases and to be listed in the annual Arts Resource Directory. Contact Jane Dudney at the Center for application requirements; (502)562-0703.

If you have designed a good project, it is relatively easy to find schools that want your services. However, school discretionary funds are limited. The school may be willing to pay you for one or two days, but if you want to work for a longer period, you and/or the school will have to find sources to supplement funding. Refer to the section on funding sources.

PROFESSIONAL ARTISTS AND CRAFTSPEOPLE IN OTHER EDUCATION REFORM PROGRAMS

Professional Development In order to help teachers cope with their new responsibilities, the state has made increased funding available for professional development for teachers and staff at least through the 1995-96 school year. School districts may opt to include up to five days for teacher training in their school calendars in addition to the regular four days of professional development required for each teacher.

Professional artists often present workshops in their area of expertise with an emphasis on integrating their medium into the Academic Expectations. Professional development workshops for the five optional days must be selected from a list of workshops approved by the Kentucky Department of Education (KDE). However, university artists and local district art teachers may present programs

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without additional approval. For information on how to obtain workshop approval, contact the KDE Division of Professional Development at (502)564-2672.

Professional development workshops are coordinated by individual schools, school districts, consortia of school districts, and the KDE. The KDE's Division of Professional Development maintains a list of professional development coordinators for districts and consortia. If you are interested in presenting a workshop for teachers, you should send your resume and workshop agenda along with information about KDE approval, if applicable, to these local district coordinators.

Generally speaking, funds for professional development workshops are readily available through the organization that is sponsoring the workshop, although it can take two to six weeks to get paid for your services. Fees range from $250.00 per six hour workshop upwards, depending on your credentials, preparation time required, the relevancy of your proposed workshop, and whether or not the workshop is approved by the Department of Education for Effective Leadership and/or the Optional Five Day cycle. Sponsoring organizations will usually cover your travel expenses and any materials consumed in the workshop.

Be sure that the terms are clearly understood before the workshop. Some consortia will cancel a workshop if an insufficient number of teachers register. It's usually worth the gamble, but you should know if this is a possibility.

Extended School Services (ESS) consist of tuition-free programs to provide students with additional instructional time after school, during the summer, or at other alternative times. Students may receive tutoring, small group instruction, homework assistance, study skills development, or instruction addressing alternative learning styles. ESS monies can be used to fund projects that provide children with alternative learning experiences through the arts and/or integrate the arts into core academic skills. Other competitive grants help districts explore innovative approaches to ESS.

Notes

When designing a project for use in an ESS program, keep in mind all the suggestions for classroom projects discussed earlier.

For more information about ESS, contact the local ESS coordinator or Division of Student/Family Support in the Department of Education (Contact Person: Carol Kruse, {502} 564-3678).

Family Resource and Youth Service Centers have been established as part of the support system for students and their families. Schools with more than 20% of their student population eligible for the free lunch program are eligible for centers. A committee of parents, school staff, and community resource people serve as an advisory council to the centers.

Family resource centers must address six components, either through direct services or through referral programs:

1. Child care for children 2-3 years old.
2. After school and summer child care for children 4-12 years old.
3. Programs for new and expectant families.
4. Parent and child education.
5. Support and training for child care providers.
6. Health services.

Each center addresses these mandated components in unique ways. Art programming can address any of these components. In addition, each center can include optional components that respond to the needs of the community. Resource centers promote positive parent involvement in education. Art programs can be a wonderful vehicle to promote this kind of involvement. Many resource centers sponsor art programs (short- or long-term) as part of their optional components. Some even have art programming as an independent optional component. To explore this possibility, speak to the director of the resource center. You can obtain

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a list of all the family resource or youth service centers in the state from the Family Resource Youth Service Center (FR/YSC) Management Team, Cabinet for Human Resources, 275 East Main Street, Frankfort, KY 40621; Phone: (502) 564-4986.

FUNDING AND RESOURCES FOR ARTISTS AND CRAFTSPEOPLE

This section includes a sample of programs that can provide funding for artists in reform-related activities or that can be used as a resource to enhance the activity presented by an artist. It does not list all the programs of each agency, only the relevant ones. For complete lists of programs, contact the agency. In cases of programs sponsored by more than one agency, only one agency is listed.

This listing is not intended to be definitive or complete but is provided only as a resource. For a list of the local arts agencies around the state, contact the Kentucky Arts Council; (502) 564-3757.

Alternate Roots
1083 Austin Avenue
Atlanta, GA 30307
Contact Person: Kathie deNogriga, Executive Director
Phone: (404) 577-1079

A membership-driven, artists' service organization based in the Southeast whose mission is to support the creation and presentation of original performing art which is rooted in a particular community of place, tradition, or spirit. ROOTS is committed to social and economic justice. ROOTS provides financial support to artists through:

- Touring subsidies;
- Funding of innovative, interdisciplinary projects; and
- The Community/Artist Partnership Project.

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Appalshop
306 Madison Street
Whitesburg, KY 41858
Contact Person: Robert Gipe, Education Director
Phone: (606) 633-0108

- Co-sponsors the annual Art Meets Ed conference, which explores arts and arts-integrated education through hands on activities;
- Produces videotapes and video documentaries on Appalachia, education, other topics (catalogue available);
- Sponsors the Media Institute;
- Coordinates tours of Appalshop facility, including the visual arts gallery and radio production and broadcast studios. (It is possible for students to make recordings of stories, songs, etc. during the tour if arrangements are made in advance);
- Provides editing of student-generated materials or training in editing techniques for students (fees negotiable);
- Displays work of visual artists in on-site gallery and is developing children's programming for on-site theater;
- Publishes a bi-monthly calendar of events, including theater and gallery listings. (There are some events with free or reduced ticket prices for students);
- Serves as a contact person between teachers and performing artists for school projects (contact Jim Branson).
- ROADSIDE THEATER is a division of Appalshop. This storytelling theater ensemble tours locally, regionally, nationally, and internationally and does educational and community residencies. They are open to exploring collaborative projects with artists in diverse media. Their productions are expensive, but they will help organizations find matching funds. Must book two months to one year in advance.
- American Festival is a national project that is coordinated locally by Appalshop. It is an ongoing cultural exchange program focusing on issues of cultural pluralism. Artists working in schools in Louisville or the Whitesburg area can contact Appalshop (Karen Atlas) for information about the program and possible colla-

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borative projects. A booklet entitled *62 Good Ideas for Teaching About Cultural Diversity: The American Festival Project in Two Kentucky Schools* is available through Appalshop or the University of Louisville Women's Center.

Collaborative for Elementary Learning
Watterson Tower, Suite 403
1930 Bishop Lane
Louisville KY 40218
Contact Person: Gerri Combs
Phone: (502) 451-3131 or (800) 825-8739

The Collaborative for Elementary Learning provides focused and extensive support for elementary schools throughout Kentucky. The Collaborative:

- Implements the *Different Ways of Knowing* (DWoK) program, an interdisciplinary, staff development program of the Galef Institute;
- Provides teachers with professional development on curriculum design, classroom practice and assessment;
- Employs artists and arts educators to train teachers in the DWoK program arts strategies.

Eisenhower Math/Science Consortium at Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325-1348
Contact Person: Diana Wohl, Projects Coordinator
Phone: (800) 624-9120

The Consortium:

- promotes and supports standards-based, systemic reform in math and science education in a four state region; and
- provides a limited number of mini-grants (up to $750) annually to K-12 teachers to increase access to math and science education for students from traditionally under-represented groups. Projects can be designed to include the arts. For example, art and science could be integra-

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ted in a project which address the technological aspects of a craft such as ceramics.

Environmental Education Council
NREPC, Fourth Floor
Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
Contact Person: Karen Armstrong or Jane Wilson
Phone: (502)564-5525

The Council sponsors a mini grant program for schools interested in using environmental education techniques (including art, creative writing, etc.) to achieve the goals of education reform.

Forward in the Fifth
433 Chestnut Street
Berea, KY 40403
Contact Person: Donna Alexander
Phone: (606) 986-3696

- Local affiliates provide mini grants for teacher-designed projects and parent involvement projects in the fifth congressional (U.S.) district (including arts activities);
- Publishes a newsletter listing funding opportunities;
- Provides resource materials such as the Kentucky Craft Suitcase on loan for special projects; and
- Maintains information on funding sources. *Foundation Grants Index* and past issues of *Education Alert* may be reviewed at the Berea office.

J.B. Speed Art Museum
2035 South Third Street
P.O. Box 2600
Louisville, KY 40201
Contact Person: Scheri Stewart
Phone: (502) 636-2893 for tours;

Notes

Tom Bruker (502) 634-2734 for classroom resources

- Provides age appropriate tours for school groups (fees waived for students on free/reduced lunch program and bus subsidies available);
- Rents "Suitcase Resources" of artifacts; and
- Rents and sells resource kits, print reproductions, and educational packets.

Kentucky Art and Craft Foundation
609 west Main Street
Louisville, KY 40202
Contact Person: Ray Kleinhelter, Director of Education
Phone: (502) 589-0102

- Employs artists to teach a variety of workshops;
- Hosts 20 Saturday morning family workshops during the school year;
- Hosts approximately 40 school day field day workshops at the gallery for groups up to 25. Workshops are thematically organized around gallery exhibitions and stress cross-curricular goals; and
- Employs artists for a number of partnership projects with schools. Projects vary in duration from 1 semester to 2 years.

Artists with ideas about workshops or teaching partnerships are encouraged to contact the Foundation with proposals or ideas. The Foundation is interested in facilitating artist/ school partnerships and is eager to fund and administrate high quality projects that utilize Kentucky's rich craft heritage.

Kentucky Arts Council
31 Fountain Place
Frankfort, KY 40601-1942
Contact Person: John Benjamin, Arts in Education Director
Phone: (502) 564-3757
FAX: (502) 564-2839

Notes

The Arts Council makes matching grants to schools and other non-profit organizations through several programs:

- The Teacher Incentive Program (TIP) provides matching funds for an artist residency of 1-2 weeks
- The Artist in Residence program (AIR) provides matching funds for residencies of 20 days, 12 weeks, or nine months;
- Project Grants support projects that demonstrate the value of arts in education but do not meet the criteria for residency programs.

The Council also sponsors the Basic Arts Program, a 4-year model program in 3 primary-level, target schools throughout Kentucky. Longitudinal research is being conducted in these schools to measure the overall effect of comprehensive arts education on broader school goals.

The Council also publishes a quarterly newsletter: *The Blue Moon*, and handbooks about arts in education and other topics. All grant programs of the KAC are included in a new publication: *Kentucky Arts Council Program Guidelines and Applications*. Contact the KAC to request a copy of this publication which includes the TIP and AIR sponsor applications as well as the application needed for artists to be placed on the roster.

Kentucky Art Education Association
College of Education
Combs 112
Eastern Kentucky University
Richmond KY, 40475
Contact: Joanne Guilfoil, President, (606) 622-2154

A professional teachers organization dedicated to arts education. Affiliated with the National Arts Education Association.

Notes

Kentucky Assembly of Local Arts Agencies
Fine Arts/Bradford Hall # 108A
Kentucky State University
East Main Street
Frankfort, KY 40601
Contact Person: Jean Perry, Director
Phone: (502) 227-8838

- Coordinates computer network for local arts councils throughout the state;
- Coordinates state wide arts activities and resources;
- Conducts Statewide Summer Training Institute, first week of August each year. Curriculum includes grant writing, education reform, artist showcase, etc.;
- Assists in block booking of member organizations and artists;
- Provides community showcasing of artists to local arts agencies;
- Provides a voice in the development of arts policy throughout the states
- Provides technical assistance to member organizations and artists;
- Assist in finding funding for member artists and organization projects;
- Provides studio and rehearsal space for member artists;
- Provides a network and forum for administrators and artists to work together.

Local arts councils or agencies make referrals to schools and collaborate with schools on a wide variety of projects.

Kentucky Center for the Arts
5 Riverfront Plaza
Louisville, KY 40202
Contact Person: Debbie Shannon, Director of Education
Phone: (502) 562-0100

- Sponsors Arts Education Showcases (described above);

Notes

Publishes annual Arts Resource Directory with information about Showcase artists and arts and cultural organizations, resources and programs throughout the state. The directory is available upon request by contacting Jane Dudney; (502) 562-0703.

- Sponsors annual Kentucky Institute for Arts in Education, two-week professional development seminars presented by artists and arts educators held in conjunction with the University of Louisville, Murray State University, and Eastern Kentucky University;
- Sponsors annual Governor's School for the Arts, a summer program for artistically gifted high school students. Contact Susan Knight; (502) 562-0100;
- Collaborates with the Paramount Arts Center to sponsor youth arts festival in eastern Kentucky;
- Collaborates with KDE to match funds for transporting students to the Center for the Arts to attend performances through the Ride to the Center program;
- Sponsors Creative Connections program in three Louisville elementary schools; and
- Collaborates with the City of Louisville to sponsor the Mayor's ArtsReach Louisville program at local community centers.

Kentucky Congress of Parents and Teachers, Inc.
P.O. Box 654
Frankfort, KY 40602
Contact Person: Vicki Ensor
Phone: (502) 564-4378

The Kentucky PTA and the National PTA support and advocate for the arts in education in a variety of ways. Local PTA's often fund art programs or provide matching funds for arts-related grants. Each PTA district has a cultural arts chairperson. Local chapters will have information about the following programs:

- The Reflections Program, an arts competition in four areas (visual arts, photography, literature, music compo-

Notes

- sition) at the primary, intermediate, junior and high school level;
- The National Reflections program, which provides cultural arts scholarships to high school seniors; and
- The Challenge in Visual Arts competition for children who are severely challenged.

Kentucky Craft Marketing Program
39 Fountain Place
Frankfort, KY 40601
Contact Person: Fran Redmon
Phone: (502) 564-8076

A division of the Kentucky Arts Council, the Craft Marketing Program:

- Maintains lists of craftspeople available for classroom work; and
- Provides information, workshops and resources related to crafts in Kentucky.

Kentucky Dance Association
Eastern Kentucky University
Weaver 202
Richmond, KY 40475-3134.
Contact Person: Marianne McAdam, Past President
Phone: (606) 622-1901

A division of the Kentucky Association of Health, Physical Education, Recreation and Dance (KAHPERD). A professional association of teachers dedicated to dance education.

Kentucky Department of Education
Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
Phone: (502) 564-4770

Notes

- Administers public education in Kentucky;
- Publishes a newsletter (*Kentucky Teacher*) that provides updated information about education reform and lists information about grants available through KDE.
- Division of Curriculum and Assessment, Arts and Humanities Consultant: Arthur Patterson, (502)-564-2106
- Division of Professional Development, Director: Audrey Carr, (502) 564-2672
- Grants KDE approval for professional development workshops based on applications;
- Publishes directory of KDE approved professional development workshops and presenters; and
- Maintains list of professional development coordinators
- Multicultural Opportunities Office, Director: Karen Simms, (502) 564-6916
- Addresses issues of multiculturalism and gender, racial, ethnic, and socio-economic equity in education;
- Maintains resource center and lending program on cultural diversity (resource guide available at schools);
- Provides information on funding sources for projects that address multicultural opportunities and cultural diversity.
- Maintains lists of all art and music teachers and arts resources in the state.

Kentucky Education Association
401 Capitol Avenue
Frankfort, KY 40601
Contact Person: Jamie Morton
Phone: (502) 875-2889

- Provides funding for professional development through state and national grant programs;
- The Teachers to the Power of Two project allows artists to network directly with teachers who have implemented arts and arts-integrative projects;
- Staff can answer questions about cultural arts issues and multicultural issues.

Notes

Kentucky Folklife Program
P.O. Box H
Frankfort, KY 40602-2108
Contact Person: Bob Gates, State Folklorist
(502) 564-3016 or (502) 564-3757.

The Kentucky Folklife Program is an interagency program (collaboration between the Kentucky Arts Council and the Kentucky Historical Society), whose purpose is "to honor, strengthen and make visible the stylistic and cultural variety of the arts that occur in the Commonwealth." The program promotes folk arts and folk music not as quaint and "old timey," but as vital expressions of evolving traditions common to ethnic heritage, languages, religions, geographic locations, occupations, or family groups. The Folklife Program:

- Provides funding for projects that promote public awareness of folk arts and music;
- Maintains trained staff who can work with folk artists and musicians to facilitate their participation in school and community arts events;
- Provides teacher training that helps teachers present local artists and musicians in the context of the on-going traditions that they represent.

Kentucky Historical Society
P.O. Box H
Old Capitol Annex
300 West Broadway
Frankfort, KY 40601
Contact Person: Vicky Middleswarth
Phone: (502) 564-3016

- Provides museum tours with pre-visit materials;
- Sells curriculum materials;
- Presents an annual award of $1,000 (the Hambleton Tapp Award) for the creative teaching of Kentucky history. A teacher can collaborate with artists, but the teacher must submit the proposal (contact: Betty Fugate);

Notes

- The Kentucky Oral History Commission awards oral history project grants (contact: Kim Lady Smith).

Kentucky Heritage Council
300 Washington Street
Frankfort, KY 40601
Contact Person: Becky Shipp
Phone: (502) 564-7005
FAX: (502) 564-5820

- Maintains a variety of resources and teacher materials on historic preservation and historic sites;
- Maintains listing of Certified Local Government Programs that can provide information about local cultural, historic resources;
- Provides funding for material development of units, kits, and activities, based on historic places;
  Sponsors the Kentucky Main Street Program which provides funds for communities to revitalize their historic downtown areas and promote their cultural resources. The Heritage Council maintains a list of Main Street projects. There is the possibility of funding for special, collaborative pro-jects between Main Street projects and schools;
- Assisted in the development of "The Community: A Resource for the Classroom," a professional development series on the built environment as a reflection of culture, available (with teacher's guide) from Kentucky Educational Television.

Kentucky Humanities Council
206 East Maxwell
Lexington, KY 40508-2613
Contact Person: Raenell Schroering
Phone: (606) 257-5932
FAX: (606) 257-5933

Notes

The Council provides support for projects that interpret music, art, theater, and other areas of the humanities for an out-of-school adult audience through mini grants (under $1,000), major grants (over $1,000), media grants (over $1,000) and gift and match grants (requires matching funds from other sources). Note that all projects must include a humanities advisor (scholars with a Ph.D. in a humanities discipline or a full time teacher in the humanities at a college or university). Examples of education reform-related projects would be professional development workshops for teachers.

Kentucky Education, Arts and Humanities Cabinet
Room 132, Capital Building
Frankfort, KY 40601
Contact Person: Sherry K. Jelsma, Cabinet Secretary
Phone: (502) 564-2100

- Includes all arts, cultural and education related state agencies (listed separately above);
- Sponsors the Cultural Economic Initiative Program, which will work with local communities or counties to develop strategic plans for revitalizing their economies through their cultural resources.

Kentucky Music Educators Association
500 Estill Court
Georgetown KY 40324
Contact Person: Virginia Redfearn, Past President
Phone: (502) 863-0761

A professional teachers organization dedicated to music education. Affiliated with the Music Educators National Conference.

Notes

Kentucky Theatre Association
c/o Georgetown College
400 East College Street
Georgetown KY, 40324-1696
Contact Person: George McGee, Past President

A professional teachers association dedicated to drama and theatre education

Lila Wallace Reader's Digest Community Folklife Program
The Fund for Folk Culture
P.O. Box 1566
Santa Fe, NM 87504
Phone: (505) 984-2534
State Contact Person: Chris Harp, Community Arts Director, Kentucky Arts Council
Phone: (502)-564-3757.

- Provides grants to communities to "preserve, pass on, and celebrate their folklife traditions, and to build audiences through presentations."

National Art Education Foundation
1916 Association Drive
Reston, VA 22091-1590
Phone: (703) 860-8000

- Teacher Incentive Grant ($500 for projects that promote the teaching of art;
- Mary McMillan Fund for Art Education ($1,000 for projects that promote art education as an integral part of the curriculum. (NOTE: These grant funds are available only to members of the National Art Education Association.)

Notes

Southern Arts Federation
181 14th Street, Suite 400
Atlanta GA, 30309
Contact Person: Barbara Benisch, Arts Education Liaison
Phone: (404) 874-7244
FAX: (404) 873-2148

The Southern Arts Federation is a non-profit regional arts agency dedicated to providing leadership and support to affect positive change in the arts throughout the south. The seven major program areas are: arts education, folk arts, information services, jazz, performing arts, visual and media arts, and the Southern Arts Exchange/special projects (Bob Johnson, Coordinator). Arts education, multiculturalism, indigenous southern arts, and underserved communities are SAF's four major priorities.

- Works in partnership with state arts agencies
- Publishes newsletter (*Southern Arts Education Connections*), which includes opportunities for funding; and
- Provides support for artists and organizations through the Folk Arts Program (Peggy Bulger, Folk Arts Director), the Jazz Program (Tom Campbell, Jazz Coordinator), and the Performing Arts Program (Nancy Gaddy, Performing Arts Coordinator).

University of Kentucky Art Museum
Singletary Center for the Arts
Corner of Rose Street and Euclid Avenue
Lexington, KY 40506-0241
Contact Person: Liza Dicken or Kerry Zack
Phone: (606)-257-5716

- Provides a variety of free tours, including the Writing Tour Program for elementary and middle school groups;
- Publishes *Art News for Teachers* (free subscription on request).

Notes

Very Special Arts Kentucky
824 Ironwood Drive
Bowling Green KY 42103
Contact Person: Ginny Miller, Executive Director
Phone: (502) 781-0872 (also FAX)

VSAK provides grants of $1,000.00 to schools across the state for Arts Inclusion Projects that include, but are not limited to, students with disabilities. Grant application form is available by contacting the VSAK office.

KEEPING INFORMED ABOUT SPECIAL OPPORTUNITY AND NATIONAL GRANTS

There are numerous special opportunity grants available through state, regional, and national agencies. Several newsletters are listed above that include information about these grants. In addition, grant information may be sent to superintendents, principals, coordinators of state and federal programs, arts councils and agencies, Family Resource and Youth Service Center directors, public librarians, school librarians, Area District Development councils, local government officials, or teachers. Let all these people know that you are interested in working with them to develop educational art programs and ask them to contact you if they receive information about a relevant opportunity.

Information about national funding opportunities may be obtained from the following sources:

- **The Foundation Grants Index**

Published annually, this book provides information about private funding sources. Available in many public and all college and university libraries.

- **Division Of Cultural Affairs** (newsletter)

Florida Department of State, The Capitol
Tallahassee, FL 32399-0250
Phone: (904) 487-2980

Notes

- **The Foundation Center**

70 Fifth Avenue
New York, NY 10003-3076
Phone: (212) 975-1120
Publishes updated directories of funding sources. Especially relevant are *The National Guide To Funding In Arts And Culture* and *The National Guide To Funding For Elementary And Secondary Education* ($135.00 each). (Also see The Foundation Center at Louisville Free Public Library section below.)

- **Education Grants Alert**

Subscriber number: (800) 655-5597
Weekly newspaper about grants in education. Fifty issues: $299.00. Back issues available for review at Berea office of Forward in the Fifth and some school district central offices.

- **The Foundation Center**

Louisville Free Public Library
Fourth and York Streets
Louisville KY, 40203
Phone: (502) 574-1617
FAX: (502) 574-1657
Contact: Beverly Marmion, Foundation Center Director

Maintains a special, up-to-date collection of reference materials on foundations, grants awarded in specific fields, corporate giving and government funding. Current directories and indexes, which provide information on the activities of private foundations and other grantmakers, is available. The Center's collection includes publications, books and magazines pertaining to philanthropy and the Internal Revenue Service tax returns for foundations incorporated in Kentucky and Indiana. The collection maintains a liaison with other regional collections and with the Foundation Center in New York City (see above). Specially trained librarians maintain the collection and are available for assistance.

Appendices

Kentucky's Learning Goals And Academic Expectations

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. *All* Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.3 Students make sense of the various things they observe.

1.4 Students make sense of the various messages to which they listen.

1.5-

1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

1.10 Students organize information through development and use of classification rules and systems.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.

2.8 Students understand various mathematical procedures and use them appropriately and accurately.

2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

2.11 Students understand mathematical change concepts and use them appropriately and accurately.

2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.

2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

***Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.**

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

KENTUCKY

GENERAL SCORING RUBRIC

CATEGORY 4	• The student completes all important components of the task and communicates ideas clearly. • The student demonstrates in-depth understanding of the relevant concepts and/or processes. • Where appropriate, the student chooses more efficient and/or sophisticated processes. • Where appropriate, the student offers insightful interpretations or extensions (generalizations, applications, analogies).
CATEGORY 3	• The student completes most important components of the task and communicates clearly. • The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands some less important ideas or details.
CATEGORY 2	• The student completes some important components of the task and communicates those clearly. • The student demonstrates that there are gaps in his/her conceptual understanding.
CATEGORY 1	• The student shows minimal understanding. • The student addresses only a small portion of the required task(s).
CATEGORY 0	• Response is totally incorrect or irrelevant.
BLANK	• No response.

Sample lesson plan taken from the *Basic Arts Program Lesson Plans for the Primary Level*: 1990: KY Department of Education, KY Alliance for Arts Education, KY Arts Council (publication no longer in print)

Dance Lesson Plan

Level 3: "Balloons and Ribbons"

LESSON OBJECTIVES:

1. Control a prop and maintain personal space.
2. Develop coordination.
3. Explore contrast in force/quality.
4. Apply force/ quality contrasts in creative work.

ADDITIONAL SUBJECT AREAS: science

MEDIA/MATERIALS:

Inflated balloons for every child plus extras.
A length of wide ribbon for each child.
A hoop or tape to mark each child's place.
Soft, slow background music.
Lively music.

PROCEDURE:

Getting Started

a. Explain to the students that they are to experiment with two different props to discover how much and what kind of force they use to keep it in motion.
b. Stay in personal space, retrieve lost props and return to place quickly.

MOVEMENT EXPLORATION

Applying Dance Concepts

a. See how many ways you can keep the balloon/ribbon in motion without leaving your ring: use different body parts, moves, changes in shape/level/size/direction, changes in rhythm/duration/tempo.
b. Emphasize differences in force (attack, flow, strength, and weight) the two props dictate.

PROBLEM SOLVING/CREATIVE WORK

Recreating movement quality

a. Recreate the movements and qualities explored with each prop using imagination to move as if using the prop, but without miming (grip on the ribbon, for example.)
b. Half the class stop and watch the other half perform.
c. After observing the force/quality of classmate's studies, students identify which prop they think inspired these and why, using force element language.
d. If force/quality was not clear, students try to explain what would make it so in force/quality element terms.
e. Repeat force studies for greater clarity.

Sample lesson plan taken from the *Basic Arts Program Lesson Plans for the Primary Level*: 1990: KY Department of Education, KY Alliance for Arts Education, KY Arts Council (publication no longer in print)

DRAMA

Primary : Exit Level

Topic: Moods and Emotions

Lesson Objectives: To recognize and portray a wide variety of emotions and feelings.

Additional Subject Areas: Language Arts

Media/Materials:
Blackboard & Chalk

Note: Depending upon the class, this unit may be repeated, or expanded to several sessions, because this unit needs to be mastered before entry to story drama.

Procedure:

1. Discussion with Entire Group: Talk aboult feelings and emotions in terms of how certain events evoke particular emotions.

   Example:
   Loss of pet: sadness, grief
   Stolen bicylce: anger
   Math problem too difficult: frustration, puzzlement
   What's in the package: curiosity
   Your team loses: disappointment

   List the emotions on the board. Encourage children to reach beyond the concepts of "sad, mad and happy" to a more specific "emotional" vocabulary.

2. Add these words to the list and ask the class to (a) find the meaning, and (b) think of a pantomime where the feelings or trait could be demonstrated: indignant, joyful, cranky, angry, tearful, nervous, enraged, bossy, vain, stuttering, hesitant, shy, fearful

3. Allow time for volunteers to pantomime a simple event which would illustrate each of these emotions or traits. Some will use body language and facial expression; others may want to add a few lines of dialogue. Stress accurate portrayal of the specific emotion called for.

4. Variation #1: Small group pantomime - Select a small group of more expressive children to demonstrate in front of the class. "Audience" members may call out a mood or emotion from the list. Group must then "show" the emotion with face and gesture.

5. Variation #2: Small group selects an emotion and does a pantomime while the "audience" guesses which emotion is being depicted.

6. Seatwork: Have entire class use the dictionary to find ten different moods, emotions or feelings which could be portrayed (other than the ones demonstrated today.)

MUSIC

Primary Level(s): Year 1 2 (3 4)

Lesson Objectives:
To maintain a steady beat using body percussion and rhythm instruments.

Interdisciplinary Area(s):

Materials:
1. A variety of rhythm instruments

Procedure:
1. Have students maintain a steady beat using body percussion (patchen, clapping, stamping) while singing a familiar song. (Ex. "Yankee Doodle")

2. Distribute rhythm instruments and play the steady beat while singing a song.

3. Have students study the rhythm chart drawn on a poster or chalkboard.

Wood Block or sticks	I	I	I	I	I	I	I	I
Triangle	I				I			
Drum		I	I			I	I	
Tambourine	I	I			I	I		

4. Practice each line separately.

5. Have students perform the composition together when ready.

Evaluation:
Students should be tested in groups of four. Discrepancies should be obvious.

Sample lesson plan taken from the *Basic Arts Program Lesson Plans for the Primary Level*: 1990: KY Department of Education, KY Alliance for Arts Education, KY Arts Council (publication no longer in print)

VISUAL ARTS LESSON PLAN

Title: The Rare Bird

Primary Level(s) YEAR **1 2 3** 4

Objectives: Students will use the imagination through guided imagery to produce a drawing.

Areas covered: **Art Process** Aesthetics **Criticism** Art History

Other Subject Applications: science, social studies

Media/Materials Resources: One or combination of:
Crayons, colored chalks, oil pastels, markers, pencils, drawing paper

Motivation/ Vocabulary: Discuss birds. Ask if any students have seen unusual birds at the zoo, on vacation or in a movie. Visual aids such as Audubon's paintings may be useful. The library is a good resource. Elaborate on the variety of colors, shapes, sizes, and habitats. This is an excellent art activity to use with a science lesson or field trip to the zoo. To set the mood, have student relax with feet flat on floor, heads down, eyes closed, lights out. Have them take a deep breath or two and begin guided imagery exercise with this (or other) monologue: Picture yourself in a cool green jungle. It is late afternoon and the sunlight is like shimmering that jewels that have fallen around you. Strange and magical sounds call to you, pulling you deeper into the jungle. Sudden musical sounds surprise you ! You look above your head and there's a big bird you've never seen before. What colors do you see? Do you see a pattern of spots or marks? Where is the bird? In a tree, a nest, the sky? Ask the children to use their imagination as cameras and take a picture of what they discovered.

Procedure: With drawing paper and colors, have the children recreate this memory. Emphasize the importance of the rare bird by asking students to DRAW BIG. Ask them to tell more about it by showing the background: What kind of plants, leaf-shapes and what other animals might be nearby?

Clean-up: Minimal. Collect and store materials.

Closure/ Extensions: When viewing the work at the end of the activity, have children identify the parts they like about each others creation and explain why.